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ABSTRACT

This document presents the papers and discussions from the Conference on Compensatory/Remedial Education. The contents include: "Institutional Programs for the Low Achievers" by Joan G. Roloff; "Communication in Compensatory Education" by Henry R. Fea; "Seminar: Special Programs for Minorities" by Constance Acholonu; "Seminar: Special Programs for Bilinguals" by J. Oswaldo Asturias; and "Seminar: Special Programs for the Functionally Illiterate" by John Schwenker. (SW)

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PROCEEDINGS:

CONFERENCE ON COMPENSATORY/REMEDIAL EDUCATION

April 30 - May 1, 1973

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PREFACE

A good preface is as essential to
put the reader into good humor, as
a good prologue is to a play...

Disraeli

On the other hand, one author stated that if he was compelled to print some dark secret, which he hoped would remain so, he would write it into the preface as no one was ever known to have read a preface.

May you enjoy again the papers and discussions from our Conference on Compensatory/Remedial Education held at Lake Wilderness on April 30 and May 1 of 1973.

What is not included is an account of our hope that this conference might become an annual gathering for the sharing of promising techniques and materials, for a forum in which we could bounce ideas off of one another for good criticism and advice, and for launching a house organ to provide monthly communication among us.

Publication has been delayed until we had a firm commitment for funds for a 1974 conference. We have that now, so barring unforseen events such as stringent gas rationing, the conferences will continue. Please hold free time the last week of April and the first week in May and we will let you know as soon as commitments for Lake Wilderness facilities are final.

Perhaps you remember completing a questionnaire upon the activities of the 1973 conference. We are using that as a guide to our planning. The 1974 Conference should bring together for you more resource individuals, a more practical emphasis, more structure in application sessions, the same topics and non-structure in rap sessions. Drop us a line if you know of individuals who should contribute, and materials that we should make every effort to have there. Drop us a line anyway. We can use all the encouragement and advice we can get. The address:

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INSTITUTIONAL PROGRAMS FOR THE LOW ACHIEVERS

Joan G. Roloff*

In examining possible approaches towards institutional programs for low achievers, it is important to keep clearly in mind the two variables with which we are inevitably dealing: the specific institution with its special goals, and the particular kind of low achieving student enrolled in that institution.

In actuality, of course, there are many more variables than these involved, because each of the students enrolled in a program for low achievers is an individual human being, with all the infinite variables inherent in that condition. Perhaps ideally we would all long for the log in the woods with the student at one end and the teacher at the other; and during the long years when education was strictly the privilege and the prerogative of the intellectually and socially elite, this was an ideal not impossible to attain, figuratively if not literally. When institutionalized education is confined to the perpetuation of the scholastic tradition, there is no such problem as that of setting up a program for the low achiever; such a student is simply excluded from the system.

Now, however, we are committed to a whole different concept of education, at least in public institutions. We have adopted the value of education for social goals, and with it the premise that it is the responsibility of society to provide as much education as the individual can benefit from for each member of that society. With this premise, of course, has come the greater heterogeneity of our students each with his particular background, needs, goals; and among these students are those whom we term low achievers.

The term itself allows for a great deal of variety among students. The low achiever may be an underachiever, or he may be achieving at a level consistent with his capacity. His low achievement may be the result of poor educational background, of cultural deprivation, of lack of motivation, of inconsistency of aptitudes with an academic framework, of inconsistency of personal goals with institutional goals. But whatever the cause, here are

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the students, in our school, in our classes, needing our help. Since we cannot return to the log and the one-to-one relationship, since we have adopted the premise that it is our responsibility to help as many students as possible achieve as much as possible, the basic question is there: what shall we do with them? How can we help them best?

In attempting to answer that question, we must first examine carefully the two basic variables mentioned before: the kind of institution, and the kind of student attending that institution. It is only on the basis of our answers to certain questions about these variables that we can hope to begin any effective program for low achievers.

What kind of educational institution do we have?

First, is it a four-year or a two-year college? If we have students on campus for four years, there is the possibility of working with low achievers for a longer period of time than if we have them for only two years.

Second, does our college have admissions requirements, or does it have an open-door policy? Obviously, if there is an open-door policy on admissions there will be greater variety of all kinds among the student body than if there are criteria for admission. But of course there is great variety among admissions policies even when they exist, not only in terms of scholastic ability or potential, but in terms of particular aptitudes for the curricula the college has to offer. Admission to a vocational-technical college, for example, may depend more on certain kinds of aptitudes than on traditional scholastic ability.

Third, is the college a residence college or a commuter college? If the students live on campus, it is possible, in structuring a program for low achievers, to take advantage of the living situation and some of the evening hours--for example, having the students watch the evening news daily and participate in a subsequent analysis of it is not too difficult to arrange. On the other hand, if the students scatter to their various homes or to various jobs after classes are over for the day, the program must be designed so that group work is done only during school hours and assigned outside work can be accomplished individually.

Fourth, what are the particular objectives of the institution? If the objective of the four-year college for its students is the single one of achievement of a baccalaureate degree, then a program for low achievers in that college must necessarily be designed to help the student achieve at a higher level in what we call a "regular" college program. It would be pointless to attempt to prepare the student to fill out forms accurately, for instance, if his subsequent courses in that college will require that he write essay examinations and research papers. On the other hand, in a college in which the objective is specific vocational preparation, it might be very useful for the student, depending on the curriculum, to have a thorough knowledge of the intricacies of filling out various kinds of forms.

Fifth, what does the community expect of the institution? If the community is paying the bill for the operation of the college, as is the case with all public colleges, certainly the members of that community have a right to expect that the college will prepare its students to take a useful place in that community. The socio-economic level of the adults in the community, the cultural background of community members--all play a part in community expectations. Industry's needs are particularly important here, too. For instance, there are only three community colleges in the United States which offer a course in petroleum technology; these courses are extremely relevant to the communities they serve, because in those locations the oil industry is an important part of the economic base. Obviously, such courses in areas where there is no oil production would be inappropriate. The community in which I am presently working has, for some reason, several large institutions for the mentally retarded in the immediate area. The community has suggested to us, sensibly, I think, that a vocational program which trains people to work with mentally retarded children might be an appropriate addition to our present curricula. Sometimes one runs into an "image" factor in a community. The community where I now live is having this problem. For several years there has been an attempt to get support for setting up a community college in the area; many of the residents, however, feel that the mere existence of such a school would be some kind of slur on the quality of the community. There's an attitude of, "I send all my children to Harvard, and so do most of my

neighbors; we don't need a 'second-class' college, and I don't want to pay taxes to help support it." I suspect that when a community college is finally established in this area, which is inevitable in terms of both financial need and population expansion, a program for low achievers will be in some disrepute among many residents of this community. The point is that whatever the community expectations of its educational institutions, and however we as educators may value-judge such expectations, they are an important factor in designing the curricula the college offers to its students, including the program for low achievers.

Sixth, the financial situation of the college must be considered. For our purposes, the question must be asked, "How much can the college afford to spend for a program for low achievers, in terms of its specific objectives, demonstrated need of its students for such a program, and the ability of the community to pay for the program?" The tax base of the community is an important factor here; so is the question of whether the college is entirely free to students, or whether they pay tuition, and if so, how much and on what basis? Special programs are expensive: it is always cheaper to run a college which offers only traditional transfer courses to a homogeneous group than it is to offer special curricula, whether they be vocational or, as in this case, developmental. I was somewhat amused a few weeks ago at the indignation of many faculty members in a division meeting when the "systems" approach which the college with which I am associated was explained to them. What seemed to be particularly irritating was the fact that with this approach, the college expects that the number of students each instructor is responsible for will average out to such-and-such a number. Not that every faculty member will have to contact so many students for so many hours per week, but that throughout the school as a whole, a certain average will be maintained. There were loud screams of indignation because of the fear that this would destroy "quality education." I could not help comparing this situation to our own personal lives. I would love to have a really "quality" home, for instance--perhaps about a $250,000 home on the shore of Lake Michigan. And I would love to have "quality" clothing--a $5,000 sable coat, among other numerous items I can

think of. But my own personal "systems" approach tells me that within the framework of the salaries my husband and I earn, such "quality" items are unavailable. The point for the development of a program for low achievers is this: in any college, there is a limit on the amount of money available, and the people responsible for designing such a program must take that into consideration. In terms of helping our low achieving students, which is the general objective of any such program, it will do no good to structure a curriculum, however educationally ideal, which the college finds it impossible to pay for.

In evaluating the first variable, then, the matter of the kind of institution in which we are structuring a program for low achievers, we must ask and answer six questions: 1) Is this a four-year or two-year college?--that is, how much time do we have to work with these students? 2) What is our policy on admissions?--therefore, how much heterogeneity are we dealing with among students, and how large is this program likely to need to be? 3) Is this a residence or non-residence college?--so, do we structure a program which is in operation only during school hours, or can we utilize living situations and evening hours as well? 4) What are the particular objectives of the institution?--a liberal arts education for its students, vocational training, or both? 5) What does the community expect of the institution in terms of the preparation of those who come from the college to take their place in the community? 6) What is the financial situation? How much money is available for this program as it is related to the other necessary services the college provides?

The second basic variable with which we are dealing in attempting to structure an effective program for low achieving students is the student himself. As was mentioned before, this is an infinite variable, because each of these students is an individual human being. Unfortunately, however, we must arrive at some generalizations in order to create any structure at all; again, we do not have the option of the log with the one student and the one instructor, so we must try to extrapolate from our experience with low achieving students some characteristics common at least to many of them.

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Research seems to indicate that low achieving students do share some identifiable characteristics, even though they vary widely in many other respects. In terms of setting up a specific program for them in a specific institution, obviously there will be many differences that are equally as important as the similarities: for instance, a college which is located in an urban ghetto and consequently has a large number of black students will be setting up a program in terms of a number of cultural and linguistic patterns which do not have to be considered in a college located in a largely white, middle-class community. However, it is interesting that whether the low achiever is black, white, red, yellow or brown, whether he is rich or poor, whether he is an underachiever or is working generally at capacity, whether he has a different cultural background from what we term the "white middle-class norm" or not, whether he is highly motivated to succeed or generally indifferent to the educational system as it now exists, he seems to share certain attitudes and patterns of behavior with most other low achieving students. I should like to discuss these one at a time, but with the caution, again, that these generalizations do not inevitably apply to each low achieving student we encounter; they are useful only as guidelines, never as inflexible premises, since, ultimately, we deal in the classroom with a group of highly complex individual human beings.

The first outstanding characteristic that these students seem to share is that of a low self-concept within the framework of educational institutions. These students usually have a history of academic failure or marginal "squeak-through," and they conceive of themselves as academically "second-class" or worse. They expect to be low acheivers in academic situations; they are often surprised and suspicious of the situation in which they were successful: "There must be something wrong with the assignment (or the teacher, or the school) if I got a B; I never get any better than a C."

Second, many of these students come from backgrounds which we might consider "intellectually" or "culturally" deprived: they have often grown up and usually still live in a very limited world, in which they have had little or no exposure to community involvement, a world in which books, music, art, etc. are not given a high priority on a scale of values.

Third, perhaps as a direct result of this, these students are non-academically and non-intellectually oriented. They are usually preoccupied with their own sub-cultures and tend to accept the values of their peers within those sub-cultures rather than being concerned with the broader goals of the school and the community. Quite naturally, they are suspicious of what is uncomfortable to them, in this case academic and social goals; obviously, if one is in a situation in which he has been generally unsuccessful, it is safer and more comfortable and less threatening and simply a whole lot easier to withdraw into what is familiar and do what one can do successfully. We do that, too; most of us tend to avoid what we do poorly and concentrate on what we do well.

Fourth, these students almost universally seem to be non-verbally oriented, at least in an academic sense. They may or may not be fluent in their conversational abilities within their own sub-cultures, but they have great difficulty with the use of words as they are expected to use words in an educational situation. It is in the area of verbal skills that they achieve at the lowest level; thus they have always had a terrible time in English courses and in other "academic" courses in which a degree of skill in handling the language is involved.

Fifth, and concomitant with number four, most of these students see no value in attaining competency or even rudimental correctness in writing, because they perceive no usefulness in it in achieving their "real-life" goals. Instead, they are often highly oriented towards the acquisition of vocational-technical skills, and they see correct writing and speaking only as something that is required in school, and sometimes (with some pragmatic support from their own experiences!) as something that is required only in English courses. The exception to this is found in the older student who has been out in the "real world" and has found himself severely hampered vocationally by his lack of ability to use his language correctly and precisely.

Sixth, most of these students have only one clearly-defined value: money. They do not perceive a college education in the terms that we are often most comfortable with: as an experience which could help make them more "whole" human beings, which could open new intellectual doors to them, etc.

They see college as a "union card" to a better job with a better salary, and therefore as a method of getting more money to but more of the things available in our affluent society. Thus it is useless to attempt to motivate most of them from a "cultural" standpoint; motivation rises in them when they are shown that "this skill will help you get a better job."

Seventh, with the single exception of MONEY, these students have great difficulty in understanding or formulating long-range goals, academic or otherwise, except in the vaguest of terms. They are very much oriented towards the present: what will I get out of it NOW? They are easily discouraged by the concept of postponed reward, a concept we have usually equated with maturity in our society.

Eighth, and directly relevant to number seven, these students have extremely unrealistic images of themselves, of what college is, of what their subsequent lives will be like. I often find this surprising since we might tend to equate "vocational orientation" and "money as a primary value" with realism and common sense, even if we don't necessarily subscribe to such an orientation ourselves. We educators, of course, are often stereotyped as being in an ivory tower and having little realism or common sense on our own lives. However, these students go us one better. In terms of themselves, they may often enter college with the stated goal of becoming an engineer, a physician, an attorney, etc., yet with a history of academic failure and semi-illiteracy in verbal skills. They seem to have an inadequate concept of what thought is and of what work is; they often believe that they are going to achieve such goals by sitting in the classroom, "warming a chair." If they do state that they are going to "work hard" to acheive these goals, it often becomes apparent that what they percieve as "working hard" is a process of memorization. This is what education is--one doesn't learn to <u>chink</u>, one memorizes! I had an interesting example last semester of the kind of lack of realism which these students often have about their future vocational goals. One student, in a paper concerned with vocational objectives, stated that he intended to be an aeronautical designer. He went on to explain his motivation for this particular goal. First, he would like the work, because all he would have

to do was to sit in a big office with his feet up on the desk and occasionally think up a new idea for an airplane. Then, of course, he would not have to do anything else; the draftsmen would "do all the work." Also, he thought this was a good vocational goal because he would earn about $35,000 a year, and while that wasn't a particularly high salary, at least one could support a family comfortably on it!

Ninth, because of their lack of realism about themselves, about college, and about vocations, and because of their inadequate concept of work, these are the students who are most likely to become discouraged and drop out. Inevitably, when they are discouraged, they rationalize about it: "The instructor didn't like me"; "The course wasn't what I thought it would be"; "The school isn't teaching the right things"; etc. I do not think they can be blamed for this; all of us rationalize to some extent when we do not live up to our own goals. I am constantly rationalizing that I am too busy to keep up with ironing and mending; I suppose that if it were important enough to me to do so, I'd find the time--or sacrifice something else.

Tenth and finally, there is a very interesting characteristic of these students which poses serious questions for us as educators. The fact is, if we take the trouble to observe our low achievers as people operating within the framework of our society, many of them are operating at a higher level than our academic evaluation of them would indicate. They have drivers' licenses; therefore, they have mastered the skills necessary to operate a car and the knowledge of the laws necessary to pass the test to get such a license. They have girl-friends or boy-friends; therefore, they must have mastered some behavior patterns which lead to successful inter-action with other human beings. Even using an academic framework as a criterion, they often perform better than their academic evaluation indicated to us; for example, there are male students whom we catergorize academically as low achievers who can dismantle and reassemble a transmission, a function which, I have been told, requires a knowledge of the principles of calculus, but who cannot demonstrate a knowledge of fractions in the classroom. Perhaps,

because of these demonstrated achievements, we need to ask ourselves some rather penetrating questions about both our methods of instruction and our methods of evaluation.

I should like to stress again that these generalizations are only that--generalizations, and that obviously we are going to encounter low achieving students who do not fit this pattern. I find, for instance, that frequently the older student, the adult who has returned to school after an absence of a number of years, does not share many of these characteristics. The only purpose of such generalizations is as an aid in determining the kind of program which might be most helpful to most low achievers we encounter; to use them as a kind of labeling or stereotyping device for all low achievers is to do a disservice to the uniqueness of the human beings who are our students.

Supposing, now, that we have examined carefully the two basic variables inherent in setting up a program for low achievers: the characteristics and objectives of the institution and the type of low achieving student we seem to have in our particular institution. Here we are, perhaps on a committee to work out a proposal for setting up such a program, perhaps individually assigned to investigate what can be done about our low achievers. Ultimately we are confronted with the practical question, the "action" question: what shall we do with them? How shall we do for them?

Each institution which investigates this matter has, I think, four basic options: allowing the low achiever to enter the college, but having him enroll in the regular curriculum on a "sink or swim" basis; including a few traditional "remedial" courses in the curriculum; having low achievers enroll in the regular courses, but providing an opportunity for special help if he requests it, either on an individual basis or in special courses or laboratories provided for him; or setting up a special program of some kind which he is required to take if the diagnostic instruments used put him in the category of low achiever.

The first two options, it seems to me, are appropriate, if at all, only in institutions which still adhere to the scholastic tradition. Setting up

a few remedial courses, or "giving the student a chance" by allowing him to enter the college but putting him into the regular courses with no special provisions made for him may salve the conscience of the institution in some way (it is at least, doing "something"); but both research and common sense tell us that the student's chance for overcoming his past low achievement under such circumstances is very low. There will, of course, be a few who "make it"; a typical example is the bright student who did "fool around" in high school, has now really internalized a change of attitude, and who has the ability, the determination, and the "stick-to-it-iveness" to achieve. However, I think we can dismiss these first two options, as viable solutions to the problem, in all institutions which are societally based rather than scholastically based. In such institutions those options would clearly constitute "begging the question."

The choice between the remaining two becomes, I believe, a matter of philosophy. In the one case, if you allow the student to enroll in the regular curriculum and then have special courses or laboratories set up which he may elect or to which instructors may refer him, you have a non-grouping principle. He is still being given the chance to take regular college courses in the regular way, yet has special help readily available for him when he wants it. That is non-grouping. In the other, if you require that they enroll in a special group of courses or a special situation, you are using grouping. You are segregating and you deal with the problems of that, of the "I am in the dumb-bell class again" syndrome. Vehement arguments are advanced for non-grouping, on the basis that the low achieving student finds example and inspiration in interaction with the higher achiever and is often motivated to do better than he might otherwise even perceive that he is capable of doing. Equally vehement arguments are advanced for grouping, on the basis that the presence of low achievers in the regular curriculum tends to pull down the level of achievement of an entire class and creates an unsolvble dilemma for the instructor, who must decide, almost on a daily basis, whom to teach to and how.

The fact is that there is no conclusive evidence to support either position. Almost all the research that has been done on grouping has, in the

first place, dealt with students at the elementary and secondary school levels, and there are important differences in the basic situation at the college level. In addition, this same research has produced no final conclusions as to which method seems to work better, even in elementary and secondary schools. Grouping does not seem to work better than non-grouping, in terms of greater achievement levels for the low achiever; neither, however, does non-grouping produce better results.

So ultimately, it seems to me, an institution must make this decision on the basis of the philosophical stance of the faculty members involved and the convenience to the institution, in terms of budget, physical facilities, available faculty, etc.

Fortunately, however, there are some principles we can explore in setting up a program which will apply equally to either system. We can take for granted that such a program must be consistent with the goals of the institution and that a good program will be consistent with the goals of the low achieving students enrolled in it. Beyond these generalities, there are certain specifics which seem to me to be necessary in setting up any effective program of this type.

First, and as the central guideline, the program must be <u>flexible</u>. Education, like all institutions, tends to suffer now and then from hardening of the arteries; in a program for low achievers, this is especially deadly, because there are <u>no</u> techniques, <u>no</u> methods, <u>no</u> materials which at this time can be guaranteed to be absolutely effective with these students. Everything we try must be an experiment, an attempt; those things which seem to work well we can perpetuate and perhaps improve, but those things which obviously are not working we must be free to discard. Flexibility is, I believe, one of the primary keys to a modicum of success in this work; I have never run a program for low achievers exactly the same way two semesters in succession--the first semester I find myself repeating exactly what I did before, I hope I have the sense to realize I have become too old and inflexible to continue in this work.

Second, the counseling function must be, it seems to me, the core of any effective program for low achievers. Because of their low self-concept, because of their unrealistic images of themselves, of college, of their goals, and often of "real life," and because of their tendency to become easily discouraged, their chances for success in an academic framework remain slim, no matter how good the courses actually set up for them, unless they have the opportunity to work intensively with a trained and sympathetic person on some of these attitudinal problems. Good counseling is expensive; working individually or in small groups with students takes a great deal of time and reduces drastically the number of students one person can have assigned to him, thus lowering the average number of students assigned to professional personnel for the whole college. But I believe that without an excellent counseling system as the center of the program for low acheivers, the entire program is doomed to failure. The attitudinal problems of low achievers, I am convinced, are equally as significant as their skills deficiencies as a cause for their low achievement; remediation of skills deficiencies is unlikely to take place without concomitant work on their attitudes.

Third, speaking again of expense, we must begin with the premise that any effective program for low acheivers is going to be expensive--not only in terms of the counseling function, but in terms of the other classes as well, since these students need a low teacher-student ratio and intensive individual help if they are to overcome their patterns of low achievement. All special programs are expensive, of course, as those of us who are familiar with special vocational-technical programs requiring a great deal of equipment and, again, a low teacher-student ratio, know. It is always cheaper to offer only traditional courses, a teacher in a classroom with a group of students, than it is to offer special programs at all.

This fact of expense leads us to the fourth principle: the commitment to such a program must be firm at all levels, beginning with the Board of Trustees and including the administration and faculty. Lack of commitment at the Board level will result in not enough money to do any really effective work in this area; and I have observed situations in which this is self-perpetuating: there is not enough money to do any good, so not much good is

done, so the Board retorts with, "See--it doesn't do any good anyway; why should you have money for such an ineffective program?" Lack of commitment at the administrative level results in a kind of constant resistance to matters of personnel, physical facilities, equipment, etc; and of course a hostile faculty, which views such a program as inconsistent with "college work," results in a climate on campus, for both the instructors and students involved in the program, which tends to become unbearable to live with. So--unless the commitment to a program for low achievers is firm at all levels, it has been my experience that it is better to forget it for the present, and work, instead, on changing professional attitudes towards such a program, with the hope of setting it up later.

Fifth, the factor of diagnosis, or placement, in such a program is crucial. There are all kinds of measuring instruments available, from measurements of specific skills to measurements of attitudes, aptitudes, and personality characteristics. Since all of these instruments have been constructed by human beings, none is infallible; all must be used with care and flexibility. Which instruments are used depends on objectives, the kind of students involved, and the amount of money and time the school has to devote to diagnosis. Whatever choices are made, I should like to stress again the factor of flexibility. Some mistakes will inevitably be made in diagnosis; allowance for such mistakes and the correction of them should be built into the system. We have all seen students, for instance, who are overachievers. All the evidence from their I.Q. scores, etc. would indicate that they can't achieve academically, and yet they do. We have to be very careful not to label, not to stereotype, not to put human beings into neat little boxes for our own convenience. But we do have to construct some kind of diagnostic system that seems reasonable and appropriate to the circumstances.

Sixth, an effective program for low achievers can operate only if the personnel involved are truly dedicated to the premise that such a program is worthwhile and that these students are worth working with. Obviously, if an instructor whose philosophical commitment is to the scholastic tradition in education is assigned to work with low achievers, his attitude is likely to

be some what hostile and contemptuous. Selection of personnel thus becomes a crucial factor in helping these students; and my experience has been that it is usually better to have a group of people especially assigned to this program. If an instructor or counselor has only one course or group or clinic within the program assigned to him and is working with a different group of students the rest of the time, his attention is necessarily fragmented, no matter how enthusiastic about the program he may be. On the other hand, if there are special personnel for the program, they will have the time and the concentration of attention necessary to work out new techniques and materials. In addition, they can work together more effectively as a team, since there will be fewer of them involved than if the program is spread out among the entire faculty of a department or division. I must add that I have heard convincing arguments on the other side of this question, based on the premise that the entire faculty must be involved in such a program in order to have it an integral and accepted part of the curriculum; ultimately, again, each college must make its decision about this matter on the basis of its own unique situation, but I have found the "special personnel" approach generally unwieldy and less effective in terms of operation.

Seventh, it seems to me that an effective program for low achievers must concentrate on the factors of help for the student in achieving more realistic goals and images, and the remediation of specific skills deficiencies. Sometimes colleges, in their initial enthusiasm for a program for low achievers, tend to over-proliferate their course offerings, so that the curriculum is full of special courses for low achievers in the social sciences, in the sciences, in literature, etc. The result is that the program becomes unreasonably expensive and the curriculum becomes unwieldy. It seems to me a matter of common sense to observe that the student is not failing history because of his lack of knowledge of history, but because he cannot read the text adequately or cannot write down what he knows in any form which communicates his knowledge to the instructor, or is not able to study in a manner which will achieve for him the cognitive knowledge which the course demands of him. Thus I would strongly suggest that programs for low achievers concentrate on the

counseling function and the remediation of specific skills deficiencies in the two basic areas of academic life where a certain level of skill is necessary to achieve in the content courses: the verbal and the quantitative. Reading, writing, listening, and speaking are essential for success in most college courses; arithmetic skills are essential in some curricula. Unless the college is dealing with a large group of students whom we might term "culturally deprived," in which case a special General Studies curriculum might be appropriate, the attention should be placed, I believe, on skills, not on content.

Eighth and last, whether the program for low achievers is grouped or non-grouped, voluntary or required, what is actually done within the situation must not be more of the "same old stuff." To use an obvious example, the traditional "bonehead" remedial English course, when it has been offered at all in colleges, has usually been a review of grammar, punctuation, sentence structure, and perhaps principles of paragraphing and of organization. Clearly, it seems to me, this is useless as such. We can assume that, except in rare cases, the student has been exposed to such principles all the way through elementary and secondary schools; he hasn't mastered them, and here he is in college. What inflated egos we must have if we operate on the principle that we can present the same material in much the same way as it has been presented to him before numbers of times all the way through school and he will somehow "get it" this time! So in structuring courses or clinics for the low achiever, it seems to me imperative that we approach the matter inductively. We must first ask the questions: what does this student really need to know? What does he need to be able to do that he cannot do now? Then, in attempting to meet his needs, we must use different methods, different techniques, new materials when possible, and return always, as we are working, to a constant re-evlauation of what we are doing in terms of what the student needs to know, what he needs to be able to do, in light of his particular goals, and how we are or are not directly meeting those needs. We must pay attention to the learning styles of these students; they are usually quite different from traditional academic learning styles and therefore often quite different from

the style by which we learn best. There is a larger-than-average group of students who learn best kinesthetically, for instance, among low achievers, as one small example. Are we attempting to remediate spelling difficulties only through visual methods? If so, we cannot help these people.

With these eight principles as basic guidelines, it seems to me it is possible for any institution to set up a viable program for low achievers which will truly give these students a real "chance," which will be something more than a matter of paying lip service to assisting them.

I should like now to discuss briefly some specific techniques which I have found helpful in working with low achievers over a period of years. Again, these are not intended to be taken as absolutes, but some of them may be helpful in attempting to structure a working program.

First, I should like to stress the desirability of using a variety of media. The use of printed material as a sole tool does not work well with these students. I think we must keep in mind here that we are now dealing with what we might call "McLuhanesque" students: a generation of students who have grown up with television as an accepted and integral part of their lives. Mr. McLuhan terms our age a "post-literate" one; and whether or not we agree with his predictions for the future of the world, I think we must acknowledge that much of the information previously available only in printed form is now more accessible and more involving through electric media, specifically television, than it is through printed material. The daily news is one obvious example. These students are accustomed to receiving much of their information through pictorial and auditory devices; they are often extremely uncomfortable and decidedly bored with print as a single stimulus. Thus our use of TV, film, film-strips, records, pictures, etc. is a legitimate one, it seems to me, for them. One might go back to the old educational joke here, about the mule sold by one farmer to another with the guarantee that he was docile and a hard worker. When the farmer who had purchased him found that he could not get him to move, he naturally returned with much indignation to

the original owner, who, upon listening to the story, picked up a two-by-four and cracked the mule [illegible] the muzzle, proclaiming with a wisdom I think we can apply to our low-achieving students, "First you have to get his attention."

Second, the matter of a large amount of individual help for the student is important here. Because of these students' negative self-concepts, because of the fact that they become easily discouraged, the individual attention of a professional person is almost an imperative for their overcoming their patterns of low achievement. This is partly a psychological matter; individual help is to them an index that somebody cares. Specifically, an adult in the educational world cares. After years of failing to achieve, this is an important factor in changing failure patterns to success patterns. In addition, there is, of course, the simple fact that concentrated teaching of one individual has a greater chance of helping that individual than group instruction.

Concomitant with individual help is the third helpful technique, the extensive use of Teacher Aides to assist the professional personnel in this program. Providing individual help for students is expensive; one way of reducing that extra expense is by using para-professionals for many of the necessary functions within the program. This provides a reduced teacher-student ratio without the problem of a totally unreasonable budget. Teacher Aides however, are valuable in more significant ways than as a device for balancing the budget. They are fresh and enthusiastic, highly committed to the social service aspect of a program for low achievers, often more flexible in their ideas than some experienced professionals. They will frequently spend much more time with students than they are required to and really become deeply involved in the objective of helping these students to achieve at a higher level. I have consistently found them delightful to work with and a real asset to a program for low achievers.

Self-help devices are a fourth valuable technique in this kind of program. In addition to the fact that they allow for a great deal of flexibility in what the student is doing, so that he has the opportunity to concentrate on what he really needs to do, such devices involve the student more deeply than

externally-imposed techniques of teaching do. The student is required to work with the device on his own; the amount of programs he makes is clearly his responsibility; and such devices demand his attention as he makes responses to them and moves on. Programmed materials are the obvious example of a self-help device, and they have proved most valuable in some operating programs for low achievers. There are two dangers in programmed materials, however, which should be mentioned. The first is in the choice of materials. Some years ago, when the concept of programming first began to become widely accepted, a number of people turned out supposedly programmed materials which were constructed improperly, not tested for validity, etc. In the field of communication skills, for example, probably only fifteen to twenty percent of the supposedly "programmed" materials are real programs. The professionals who select particular devices must be extremely careful that they are selecting materials which will be helpful to these students. A cursory overview of proposed materials of this kind is not enough; a careful evaluation of each of them needs to be made. The second problem in the use of programmed materials is their over-use. They can be very helpful in reasonable doses; but the results from programs for low achievers which have been tried with exclusive use of such materials have been poor. It seems that the students soon begin to feel extremely isolated in such a situation; there is no peer interaction and little interaction between student and instructor. They feel all alone, and with their tendency to become discouraged, this is reinforced. Thus I reiterate that while self-help devices are valuable in this kind of program, they are valuable, like most things, only with jucidious use.

The fifth technique which I have found helpful is to create learning situations in which success is highly probably, and then to reinforce strongly whatever success patterns emerge. Again, These students are conditioned to failure, which they expect and usually accept with resignation and an "I know I'm dumb" attitude. If we can change these patterns, by structuring situations in which it is almost impossible to fail if the work is done, we can, hopefully, begin to change the students' negative patterns of conditioning. Success breeds success, in these students as well as in the rest of us; and the factor of motivation seems to be significantly increased as the students begin to succeed, at least in some small ways.

Interaction among students in evaluating their work is an extremely valuable technique. Peer pressure is inevitably more effective than teacher pressure with these students; and I have heard students rake each other over the coals in evaluation of each other's work in ways that would be entirely inappropriate for an instructor. In addition, the old adage that one learns best by teaching operates here. The student who is evaluating is learning just as much as, or perhaps more than, the student being evaluated.

In dealing with the remediation of skills deficiencies, quantity is an imperative technique, whether the deficiency is in the verbal or quantitative area. College English instructors perpetually complain, with complete justification, that it is impossible to have the students write as much as they should write and then correct that mass of material. I'd like to suggest here that it is possible to assign greater amounts of material than can be corrected and still have that work be of benefit to the student. An analogy is that of taking music lessons. We pay the music instructor to supervise our children perhaps once a week, to correct, give direction, make suggestions. We do not expect that instructor to supervise all the practice sessions of the child on the instrument. The skills of reading, writing, listening, speaking, and computation, like all other skills, require intensive practice. But not all of that practice needs the total attention of professionals in order to be beneficial to the student.

The establishment of strict boundaries in a program for low achievers seems to be another device which is helpful to them in terms of the concept of responsibility for self. Some of those students have become adept at rationalizing and alibis and, as was mentioned earlier, have managed to "get through" somehow by merely sitting in classes without much production. Strict boundaries, in terms of attendance and assignments, can gradually change their concept of responsibility, their concept of work, and their concept of success, as long as these boundaries are coordinated with the reinforcement of success patterns.

There are, of course, numerous other techniques which have been found helpful in various programs for low achievers. Those mentioned here are

merely a sampling; good communication among various institutions which have programs for low achievers should result in a profitable interchange of effective techniques for such a program.

Inevitably, there are problems to be faced in setting up a program for low achievers, (as there usually are in most life situations.) Two that consistently crop up are worth mentioning here, with some possible solutions for them. Besides these two, there is the constant problem of budget, of course; but we have already discussed that factor.

First, when an institution is setting up a program for low achievers, the problem of finding the right people to staff such a program usually becomes a significant one. We have established the fact that such personnel need to be personally committed to the program and empathic with the students involved. It would also be desirable to have people who are experienced in such a program; but such people seem to be somewhat scarce, since the existence of these programs is a relatively new aspect of higher education.

I have found two partial solutions to this problem: the use of Teacher Aides and the employment of relatively young instructors whose ideas about teaching techniques have not yet become solidified through teaching classes of students quite different from those in this kind of program. The use of Teacher Aides, with their many virtues, cuts down on the number of professional personnel needed to staff the program; the use of young instructors increases the possibility of the development of innovative techniques within it and perhaps also increases the chances of empathy with the students because of a decreased amount of "generation gap."

The other major problem is that of materials. There are not enough good ones for these students, as was mentioned previously. Fortunately, publishers have recently been turning their attention to this problem, and we can hope that within a few years, we will have a wide choice of materials in various media to use with low achievers. In the meantime, I have found that one excellent way of developing materials of our own is to work inductively from the students' assignments. These are real to them; these are things they

have done themselves; thus they provide an excellent basis from which to work in remediating the specific problems the students are struggling with.

Evaluation of the program is the final area which must be considered in an effective program for low achievers. There is no difficulty in quantitative evaluation of improvement in skills: simple pre-tests and post-tests will take care of that. There is little difficulty, too, in evaluating whether or not the program has adequately prepared the student for subsequent college work; his grades in the courses he takes when he leaves the special program and goes on into career or transfer program can provide a criterion for that kind of success.

The difficulty lies in evaluating subjective changes which have taken place in the students in the program. Have his attitudes towards the academic environment changed significantly? Has his concept of work undergone a revamping? Has his self-image improved? Have his failure-patterns moved towards success-patterns? Has he altered his vocational goals in a more realistic direction, if that is an appropriate question for the student? If the student drops out of school instead of continuing, has this decision been made as a result of a realistic self-appraisal, or is it a perpetuation of his own sense of discouragement and "second-classism?" Conceivably, the program for low achievers may have been equally as successful with those students who have realistically chosen a non-academic path as it has with those students who have continued in college.

There are, of course, some measuring instruments for attitudinal change. In addition, however, if we want to attempt a careful evaluation of our program, I would suggest at least two measures: careful records of counseling sessions and rigorous follow-up of students who withdraw from school, both immediately and, when possible, after a span of time.

What can be our realistic expectations of a good program for our low achieving students? First, I believe that such a program will always involve a higher drop-out rate among its students than one expects throughout the college as a whole. This must not be construed, however, as a failure of the program; many of these students will find that the academic framework is an

inappropriate one for them, and that their life goals can best be pursued in another context. Second, there can be remarkable and exciting successes with those low achieving students who are also underachievers. The amazing progress of some of these students is by itself often a sufficient reward for the work undertaken in the program. Third, and most important, it seems to me that our greatest success, and the constant measure of our expectations, lies in the help that such a program can give to students in terms of their finding their own direction in life, whether that direction is towards further college work or towards an entirely different life style. Dr. Samuel Postlethwait, of Purdue University, once made the following statement. It seems to me that this statement poses both a challenge and an inspiration to those of us who are actively engaged in working with low achievers and to those of us who are attempting to set up programs for these students:

> We have come to a point in teaching where instructors consider it a promotion when they are given the best students in the university or high school. I am suggesting to you that this is not a professional attitude. What would you think of a doctor who wished to take only those cases which could be cured by merely dispensing aspirin? Most of us would say that this is non-professional, and we would not want a doctor of this kind... If this be true, and teaching is a profession, a professional a attitude would demand that we too would find the hard-to-get-well cases most challenging. Humbling as it may be, self-examination may be in order for us to determine whether we really and truly fulfill our role in the education process. Are we succumbing to the ego-inflating exercises which display our great knowledge of the subject matter, or are we willing to accept that it is our responsibility to provide the guidance and direction to help students learn?

INSTITUTIONAL PROGRAMS FOR THE LOW ACHIEVERS
Joan G. Roloff

Discussion

Question: What kind of grading system do you think is best in programs for low achievers?

Answer: The grading system I like best is one that gives the student credit for everything he achieves in school but does not penalize him for what he does not achieve: either a pass/no record system or an A,B,C/no record one. I believe that the traditional grading system, which makes a permanent record of a student's failures on his transcript, is a very destructive device, psychologically harmful to all students, not just the low achievers; and I also believe that recording failures on transcripts serves no useful academic purpose. What is important to know from a student's college transcript is what he has achieved, what he can do. Certainly in our own lives we all try to avoid permanently recording and advertising the things we cannot do well; on our resumes, for instance, we list the things we have accomplished, the things we are qualified for--not all the things we can't do. The grading system I am suggesting simply does not give the student credit for anything he does not do. The net result of a student's attempt at a course which he either doesn't complete for some reason, or which he finds too difficult for him, is that he doesn't get any credit for it. But why should we penalize him for trying something and failing, or possibly for having personal problems which interfered with his academic work for a while?

Question: Could you explain a little more about the penalty of deadlines?

Answer: Setting up strict deadlines seems to me to be simulating real life and encouraging a sense of responsibility. In our own lives, we certainly all have deadlines we must meet. In this case, not meeting the deadline just results in a student's not getting credit for what he does not do, which wouldn't prevent him, under the system I am suggesting, from trying it again. Ideally, we would have a totally flexible system, where students could enter or exit at any point, and when they completed the work then they would get the credit. A few schools do that now; most still don't, but that would be ideal. But it doesn't usually work that way; and within the framework of a more traditional system, deadlines are just a realistic part of the situation.

Question: What about a system like the one that was tried at Bellevue? With this system, the student could come in at off times to make up the time he lost in class.

Answer: Yes, that could work very well for some students, I would think.

Comment: Yes, but I am thinking of the student who will grab on to anything to rationalize their lack of success. And you are giving them here the deadline, which is something that they can immediately grab on to.

Answer: Deadlines do not hurt them, although I think F's do. An F again is a penalty, which says, "You are no good. You are a second-class, no-good citizen." But the deadline is not. As long as we can use the no-credit option, and make them realize, hopefully to help them, that in everything you have to achieve at some level in order to get the reward that is supposedly the goal of that particular achievement, then I think we are doing something valuable, contributing to their maturity. If they do quit school, go out and get a job, and show up for half the days they are supposed to be there, we all know what is going to happen. I think we are partly responsible for this maturing process, too.

Comment: What you are saying is that students are finding out something about themselves through these programs that they didn't know before. Finding their interest areas, etc.

Question: Aren't we talking about basic skills? I am teaching basic skills, which we consider to be very necessary to get along; whether you are thinking about owning a body shop, or whatever, you have to have them.

Answer: No, I don't think so. Let's argue about that for a while. There are some things that people can do in life that do not require some of what we consider the basic skills: reading, writing, figuring. Now there are lots of things that they can't do without those skills, of course. But there are ways of getting around it, such as on-the-job training. The trouble with education is that we are teaching deductively and we ought to be teaching inductively. A while ago I said that people who have been out working in the world for a while and want to get promoted find that these skills are really necessary

and come back. But to try to tell the kid that at this particular point when they know they can go out and be a truck driver or this or that and earn more than we do, is nonsense. When they want to get along and get a little higher job than they have, then they will want to come back, and we are there. Our colleges are open-door. "Laying it on them," saying, "This is what you are going to have to do to succeed in life," is useless in the first place, until they find it out for themselves, and in the second place it isn't really true any more. This is fuzzy, but consider this for a moment: most executives have two devices now so that if they don't spell or don't know how to punctuate or something like that, it doesn't make a darn bit of difference. They have dictating machines and they have executive secretaries. It is the executive secretary who has to know how to write correctly. The executive has to know how to express his thoughts. Admittedly, when you are talking about an executive level, he has probably gone through a lot of other levels at which time he probably had to cope with matters of correctness; but maybe not. One of my closest friends is a man who is a very high executive with Sunkist Growers, which is a world-wide organization, and he cannot spell at all. As a result, he never writes personal letters. It is a handicap to him in that way. But he has a marvelous executive secretary who has been with him about twenty years, and who has degrees from the University of Heidelburg and this place and that place, and speaks about eight languages, and does all of his letter writing. Bob tells her what he wants to have said, that is it. With the electronic media, with dictating machines, tape recorders, television, video tapes and all of that, we are getting more and more away from a world in which print literacy is necessary. One can, for example, hear every one of the significant Shakespearean plays on record and never have to read them. You can be culturally quite educated without ever reading and writing. This is a very mind-boggling concept for all of us who are probably bookworms. There is less and less necessity for being literate in print.

Question: What do you do then, if the board of trustees says, "Why spend money teaching basic skills if they aren't necessary?"

Answer: The whole history and philosophy of the community college movement is that we are an open-door institution designed to give an opportunity to try higher education to everybody who wants to. It is the next step beyond compulsory secondary education. So, you would retort to the board of trustees that helping students learn the basic skills that are necessary to succeed in college is one of the charges of the community colleges. I am not sure what the law is in Washington, but at least in California and Illinois, we have to provide such a program. It is part of the law that we provide special compensatory programs for those students who can't handle the regular college curriculum. So the board of trustees in that sense has no choice.

Question: In your system, how are you sure that the students actually do their own work?

Answer: You never are. We had one student this semester who managed to copy all of his papers out of an encyclopedia, not realizing that the instructors would notice. It is incredible, but of course the kinds of cheating that the college students or high school students do is usually so unsophisticated and naive. To copy a professional paper is obviously the height of nonsense because we can tell the difference so easily, as far as style is concerned. If they wanted to cheat intelligently, they would copy papers from some other student in another class who had been getting B's or so. But they don't do that. Cheating is, of course, a perpetual problem, and you just cope with it as it occurs. One system that helps, if it's consistent with the goals you're trying to accomplish, is to have all or most papers done in class.

Question: Do you always require attendance?

Answer: It depends on the course. Now the reason I require attendance in this particular composition kind of situation is because of the round-robin editing. It isn't just the writing that I think is valuable, but it's the looking at each other's papers, learning to know what to look for, and trying to transfer that to your own papers. They have to be in class to do that. That is the reason for the requirement.

Question: Do you feel that students should work at their own pace?

Answer: I think that when it's possible within the system that's set up, it's ideal for the student to work at his own pace, as long as we are available for consultation to that student when he needs it.

Question: How do you choose counselors for a developmental program? And what do they actually do with the students?

Answer: Not all counselors, like not all teachers, are interested and suited to work with this kind of student. We have some rather good counselors at our college, who work with the very high level student, whom I wouldn't have around in my program for anything, although I admire and respect them. If I had the choice, I would prefer to hire special counselors just as I would hire special teachers. I will tell you about the structure that I like best, but I always hate to do this, because I want to keep reiteraiing that every institution has to work out its own system its own way. The structure I like best is to have small groups as a course for which the students get credit--about seven or eight in a small group seminar that meets two or three times a week, and it's sort of like a rap session. It also involves individual counseling, as the counselor picks out students who need it, but it is mainly working in groups because again you get the peer reinforcement. You get both put-down and reinforcement. That is what has seemed to work best for me. Call it Psych something-or-other and give the students credit for it. Students must get credit for this work; otherwise, they feel terribly second-class. You can also set up a laboratory in which students can enroll for credit, or they don't have to. They come and use the facilities of the lab. That is ideal. But if the student is required to enroll in this kind of a program, then he must get credit for the work he does, maybe only institutional credit which usually doesn't transfer, but some kind of college credit.

Question: Did you say you were for or against pass/fail?

Answer: I am against it, because it still retains fail. I am against anything which permanently labels on a transcript the fact that a student has failed a course. The pass/no credit is all right. I like the A,B,C/no credit best, simply because there are people who get a great deal of ego satisfaction at

certain stages in their lives simply from making good grades. I was one of them. To me grades were important, that was my success packet, and I think that I wouldn't have grown up as healthy as I am now if I couldn't have had that area to succeed in.

Question: Do you feel students should be required to take a developmental program if their test scores and high school grades are below a certain point?

Answer: Every program I have ever set up until lately, I set up on a required basis: that students below a certain level had to take a developmental program. I wouldn't do that any more. I would make it entirely voluntary now. The older I get, the more worn down I get, the more I am convinced there is no learning that can take place without internal motivation on the part of the learner, and that the rest of it is a terrible waste of our time. If a student comes into college and, even though he has been counseled not to, takes regular courses for which he is totally unprepared and flunks out, that should be his option; he has the right to choose to fail, too. I think we can do so much better with the kids if they will enroll on a voluntary basis. I just changed my mind about that in the last couple of years.

Question: Do you feel the developmental program should help students who are having problems with their regular courses, on a drop-in basis?

Answer: I advocate that, but it has to be done gradually, because you have to have the personnel for it and that is a problem. Gradually you make the facilities of this program available to the faculty of all departments and divisions as far as individual help for students who are having trouble in those courses. You begin this by sticking just with the skills areas. In other words, you put out a general announcement to all the faculty and say, "We will help your students who are not writing adequate papers: term papers, research papers, this kind of thing. Send us a slip and send us the student with the material and we will help him." So in other words you're being a facility to help the faculty as well as this isolated group over here. Then, when it can be expanded, when you have the money and therefore can get the personnel, it is a good idea to make it a tutoring center, too, for the student who is

flunking essay exams, that kind of thing. One program that I very much admire is gradually structuring sets of individualized learning packages which a student may take as an alternative to taking the same course in the classroom. He can take Accounting 1A through this program, for instance. But I think we have to begin only by offering help in the basic skills areas.

Let us be a little realistic. There are people in these programs whom we are not going to help. The first thing we need to do to avoid ulcers, premature gray hair, strokes, nervous collapses, and all is to recognize that. This work is not going to be, not going to <u>seem</u> to us to be, as successful as teaching regular college classes, in terms of the number of students who get through it. It may be <u>more</u> successful in another way. I strongly believe that if a student drops out of college as a result of being enrolled in a program that we are running, and if he does that because he has come to the realistic notion that he doesn't really like school; he never did like school; he doesn't really like the things that he would be doing, the kinds of jobs that he would be preparing for by getting a college degree; and there are other things that he would much rather do; I think that is success. If he has realistically changed his own perceptions of himself and his goals, to me that is just as much of a success as having a student learn to read and write well enough so he can take regular college courses. You have to be prepared for a different kind of success, a different level of success, a different concept in the work we are doing, than when you are teaching regular college classes.

COMMUNICATION IN COMPENSATORY EDUCATION

Dr. Henry R. Fea*

We are met here to see if we cannot resolve or at least alleviate some of the problems that beset us in working with students who are not competent in the basic skills necessary to learn efficiently at the college level.

There are six topics with which I would like to grapple. There isn't time to do this. But I shall begin with topic one, and hope for the best. The six topics are:

1. The Question (The heart of the communication process)
2. Motivation (That ingredient which must be present to generate the power to apply, if not to learn)
3. Readability (The problem of materials written at difficulty levels too great for our students)
4. Linguistics (The problems of speaking, writing, grammar and spelling)
5. Semantics (Words, vocabulary and meaning)
6. Applied Language Arts (How do we "get it all together," as the college student puts it)

Before beginning with the first topic, I must explain three things:

1. The underlying urgency of communication.
2. What can be taught? What can be learned?
3. My philosophy of compensatory education.

The Urgency of Communication. The layman believes that we talk; we listen; there is a "free exchange of ideas" and "a meeting of minds;" and that if we could get more of the same we would assuredly understand one another and all of our earthly ills would be conquered. You know that the brain (which is usually considered the location of the mind) is surrounded by three layers of membrane, one of water, and a thick layer of bone (the thickness varies with the individual). This leaves the mind isolated in a soundless, lightless, scentless, tasteless, touchless environment. The only access to the "mind" is by electric impulses through narrow apertures such

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as that by which the optic nerve reaches the brain. And yet, all understanding is stored there in what has been termed concepts. When an individual has gathered information through these highly restricted apertures, he has built a highly individualistic concept. His only method of communication with another individual is to utter or write the word he uses as a symbol for that concept, and to hope that this work will cause impulses to be originated and delivered to the brain of the other individual, and that they will succeed in awakening a concept which is in some measure similar to the one which exists in the originator's brain. It is a difficult process, a complicated process, and restricted process--so that it is only by great care in choice of words, gestures, and situations, that communication can take place at all. "Each man is an Island." I have in my hand a letter from an instructor to the editor of a college paper, urging him to print corrections to four major errors in a brief article written by a reporter after an interview with the instructor. Communication is so difficult that it is remarkable that it ever happens.

What is taught? What is learned? We are under the spell that holds most teachers: the belief that time and money can solve all problems. I hear elementary school teachers say, "Joe isn't doing well with his spelling. I must spend more time with him." And further, "Why doesn't the public understand that bonds are necessary? If we had more money we could..." This This would help, but that isn't our fundamental problem. Let me quote, briefly from the National Advisory Council on Education Professions Development: "While community colleges have loudly claimed to be teaching institutions, they might be sadly quiet if they ever examined their true production of student learning."[1]

A recent federal study commission reports that one student in every seven in our schools has trouble reading. From a publication devoted to minority groups I read: "Because reading and language skills make up the

1. Waugh, W.J. "Junior College Teaching Criticized," Seattle Times, June 4, 1972.

single greatest educational difference between white middle-class and minority groups..."[2] Finally, in a recent University of Washington publication, Dr. Reitan has written:

> "It would appear that as courses and curricula are developed using a more systematized approach...Primary attention might focus on task, learner or teacher variables which enhance learning rather than the comparative effectiveness of two methods."[3]

We must abandon the belief that teaching is the power, and that the teacher has unlimited control over what will be learned and how. There are but two things which can be taught to students:

1. How to learn.
2. How to be adaptable.

All else is learned - but not taught. The world has changed a great deal since you were in elementary schools. If all that could be learned was imparted in schools you could not have learned that which has changed since you were in elementary school. And you would not have learned it if you had not been adaptable. Students must learn to become independent of us, and able to adapt to a changing world. Nearly all of us were taught to eat with a spoon. But watch individuals at a banquets pursuing their frozen peas around the plate with a fork; the ingenuity and individuality of pursuit is remarkable, then each hits his mouth every time without a miss--AND YOU CAN'T TEACH THAT...IT IS LEARNED--NOT TAUGHT.

My Philosophy of Compensatory Education. The greatest mistake we can make is to believe that our students have received bad teaching, which has brought on their problems. Usually, they have had very good teachers. It is going to take considerable ingenuity, enormous empathy, and understanding far beyond average to help these students. I have adopted the philosophy of Finn Cool Murphy (an ancient Irish philosopher) not because I am cynical,

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2. Gutts, Warren G. "Sponsored Research in Reading: Projects and Prospects," Journal of Reading. 8:6, May 1968, p. 381.
3. Reitan, Henry M. "Research on Community College Instruction: Some Directions," College of Education Record. 37:1, November, 1970, p. 20.

but because it is singularly apt for compensatory education. Allow me to cite it for you: Murphy's Law goes as follows: "Nothing is as easy as it looks; everything takes longer than you think it will; if anything can go wrong, it will." This will give you the stamina and the patience for your task.

At last, to topic 1:

THE QUESTION

(The heart of the communication process)

In the past, we have tried to teach listening, speaking, reading, and writing as though four distinct entities were involved. Each is but a part of the communication process--and communication cannot be considered complete without the four. The unifying force is the question.

Perhaps what has just been stated does not seem of great moment, so consider it from a different viewpoint; long ago psychologists of learning discovered that for learning to take place there must be a stimulus, and there must be a response, and the two must become linked. In S-R learning it is not the stimulus which is learned. Human beings are born with an ability to receive stimuli and transmit responses. If we were not capable of making the response, no linkage of stimulus and response would be possible. This leaves the linkage -- AND THIS IS WHAT IS LEARNED. For example: Waldo does not learn to see the "B" which the teacher writes on the board -- Nor does he learn to say "bee." If he could not say "bee" it would not be possible to learn to recognize the letter. What he does learn is TO SAY "B" WHEN IT APPEARS ON THE BOARD.

Teachers have known about S-R for a long time, but they insist on believing that it is the response which is learned, or that responses can be presented before stimuli and the proper learning will take place. Thus we hear the assignment: "You read the chapter tonight (gather all the responses) and I will have a list of questions (the stimuli) for you tomorrow." This system of learning the answers before the questions appear is honored

only by tradition. There is a comic strip which contains the character of Albert the Alligator. Several times each year he appears in a role in which he makes a solemn statement, such as: "All gold." When the other characters inquire the reason for his statement, they are told, "It is the answer." And when they ask, "The answer to what?" Albert informs them, "The answer to the question. And it's a good answer--when you find the question." As teachers this has its parallel in our assignment to read the chapter to find the answers--to questions which will be supplied at a later time.

So what is listening? Hearing is not meaningful, but listening implies that the listener is actively attempting to answer questions, such as: What is the speaker saying? What is the connection between what he said, and what he is saying? Why does he say that?

What is speaking? It is answering questions. "I am feeling fine," is either an answer to a spoken question or to an implied one, or hopefully an implied one--surely somebody cares how I feel?

What is writing? It is an attempt to answer questions which the writer believes the reader will want answered. The writer of "Mating Habits of Brewer Blackbirds" does not expect he will have a vast audience, because few have questions in this area which they want answered--except the brewer blackbirds, and they can't read.

What is reading? It is an attempt to get answers to our problems (which we have formulated in questions) from written material. "What is it that I want to know about the Tsetse Fly?" Adults read (other than for re-creation) to get answers to questions. It is only in schools that we ask the student to read without seeking answers. He must be taught how the question (the stimulus) and the answer (response) are the meaningful thread that establish communication. And that it is the linking of question and answer which is the communication.

The student should be shown that authors of expository prose use as headings the questions they believe will be in the minds of the readers,

in order to build their prose as answers to questions. The student will learn to read when he learns to re-form these questions and seek their answers in his reading in order to establish the linkage of S-R. The student needs to learn that writing must be performed in the same way; he must begin with questions he feels the reader will need or want to know, and work back to the answers, so that these may be written, again establishing the format for the S-R process to work.

MOTIVATION

This morning Mrs. Roloff stated to you that unless the student had internal motivation, learning would be most inefficient. I would like to agree most heartily. In fact, I would like to go one step further. I believe that there is no such thing as motivation which is other than internal --or intrinsic, if you prefer that term.

One of our greatest problems in education and especially in compensatory education (according to educators) is to motivate the student. We have created a situation such that the school child or college student can sit back and say, "Motivate me," and it brands me a failure as a teacher unless I can. Learning is an <u>active</u> process. But with the teacher carrying sole responsibility for motivation we have a very active teacher and a completely passive student. And what a wonderful alibi for the student! (This is a digression, but my dictionary defines "alibi" as: "Plea that the accused was elsewhere at the time of the crime." How ironic! The student was elsewhere all right. His mind was miles away. Crime? Teaching has been called many things...) The student can claim, proudly, that he learned nothing, because the teacher could not "turn him on." What a woeful waste.

We must begin by explaining to the student that it is impossible for us to teach him (or to help him learn) unless he supplies the motivation. This places the responsibility for motivation squarely on his shoulders. We begin to show him how to actively build motivation within himself (for this is the only motivation there is). To assist him, we can describe a bad

situation: It is evening, the student has a book open before him (college text). A fellow student sits on the other side of the table, also with open book. The first student says: "We have to read three chapters of this stuff. It isn't relevant. Who can read what this author writes; he's such a poor writer. Why don't writers of college texts use plain English? All they do is string big words together. There isn't a thing in this book that will do me any good after I am graduated." He may be right, and he may not be right, but this is not the issue. What he is doing is systematically reducing his motivation to zero. When he gets it to that, he will not be able to make himself study, for he will have convinced himself that his task is completely without worth.

It is not easy to turn this lifetime habit around, but we can begin. We can begin with that I term "Negative Motivation" for want of a better title. The student can begin by honestly thinking of ten realistic tasks that would be more worthless, and less gratifying than reading this book. We explain that of course he can be facetious and claim he would rather read this book than have his head cut off. But he must accept the motivation task with honesty and real commitment. We help him to practice it in school when he has assignments. After some months of this, so that it has become a habit with him to try to convince himself that his task is not the worst in the world, he can begin with positive motivation: he must think of five reasons why it might be helpful for him to read this chapter--before he will let himself begin reading. If the writer went to the enormous effort that a book entails, the author must have thought he had at least one idea per page that was worth contributing to the reader. Also he is a respected member of the field for which the student is trying to prepare himself.

Helping students build motivation is not easy, but the other way is impossible. Building motivation gives the student power to discipline himself to pursue that which he deems worthwhile. Teacher motivation leaves the student at the mercy of the teacher, and using only one standard--the extent to which he has been amused.

COMMUNICATION IN COMPENSATORY EDUCATION
Henry R. Fea

I have covered but two points. This is my fault, as I should have begun with those which would take less time to present. I hope that the two will prove of value to you.

SEMINAR:

SPECIAL PROGRAMS FOR MINORITIES

Constance Acholonu*

In the next biennium, we will see a difference in the focus of minority education in the State of Washington. The focus will be on the internalization of minority programs by the institutions. In other words, what the state is doing is similar to what Nixon is doing with O.E.O. programs: cutting them off and saying they should be a part of the regular on-going programs of H.E.W., H.U.D., etc. The effect of this change of focus is the reduction of the recruitment aspect of minority affairs programs. Institutions are attempting to do more with ethnic minority students enrolled. We are focusing more on the alarming attrition rate of those minority students recruited. The attrition rate is alarming because on certain college campuses we may start with sixty freshmen at the beginning of the year; at the end of the first quarter we have thirty; and at the end of the year we are down to twenty. We are beginning to talk with developmental centers to see what they are doing with special media instruction to stem the high attrition rate.

Highline Community College has embarked upon a specialized project called "Project Success." I'm in charge of that project, and Roy Selvidge is the person responsible for it on that campus. I'll give you a generalized overview of the program. The young woman in the back mentioned Dr. Bill Moore, Jr. "Project Success" is structured along the lines he suggested in his books, Man Against the Odds and Blind Man On the Freeway. He spoke at a workshop at the 1971 American Association of Community and Junior Colleges Convention in Dallas, indicating some things that we can do to stem the attrition of minority students. Among his suggestions was Peer Counseling.

Peer counseling is probably not new to many of you, but is something we have not utilized enough. In peer counseling, we select cultural

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referents from among those minority students in an institution who are doing fairly well (about 2.5 or better), and who are positively motivated toward some particular goal. If the goal is to go through a drafting course, that's fine. It will help counteract the negative feeling minority students have about vocational education. To the minority student, Voc-Ed has meant not career education but dry-cleaning. It has not seemed open-ended, but dead-ended, so we are doing some new recruitment in that area. When I talk about cultural referents and peer counselors I'm not just talking about those people interested in leap-frogging into four-year institutions. We're talking about those people who are in Voc-Ed programs, who are positively motivated about themselves and their career. Some of these individuals might be forty or fifty, and might also be from the basic education programs. The concept of peer is used in terms of culture, not necessarily in terms of curriculum.

Now, the peer counseling unit has to work very closely with the counseling department for obvious reasons. When we talk about "disadvantaged," generally we mean minority students. Fortunately, we have recently begun to realize that we also have a number of white disadvantaged students. Skagit Valley Community College is making progress in identifying disadvantaged students and their emotional and curricular development. At Skagit Valley as well as all state system colleges we are meshing so-called "minority programs" into a "disadvantaged thrust." What that means is that the same program that is normally used for any student with emotional or educational problems, is also used for minority students. Now this is altogether different from what we have been doing. Before when we thought: "disadvantaged, minority," we thought immediately: "Black studies:" we thought immediately: "Chicano studies." We also thought we could not have anybody in the counseling unit counseling minority students. They needed specialized counseling. Traditionally, counseling units were the most dysfunctional in the efforts of counseling the ethnic minority student. What we are doing now, is providing in-service training of the resources we have on campus. That includes those counselors we hire who might be in the clinical

bag and need to learn about out-reach and about just advising. The counseling department needs to diversify. We need counselors who are specialists in the area of manpower, who have enough expertise to be able to forecast the employment needs in a region and in the nation. We also need counselors who are willing to be out-reach workers, 24-hour-out-reach workers. South Seattle Community College calls counselors such as this Educational Consultants. They are on call and available to the institution from 6 p.m. to 8 p.m. We are finding that expanded counseling hours are very important for the minority parent and for the disadvantaged white student who comes on the campus after twelve, who needs professional help and who usually gets cursory help. We need to open the school twenty-four hours a day and have the professional staff dovetail and overlap to provide the type of supportive services needed.

Now, to go back to the link between peer counseling and the counseling department: the link is the training unit. This is a triad, consisting of: 1) peer counselor, who is the student advocate; 2) counselor, who is the modified degreed individual who has specialized information about deeper problems; and 3) the Developmental Center. We have had problems in the past with developmental centers. We build beautiful centers with good materials and machines, but we find that disadvantaged students are truly reluctant to go into the centers and articulate their needs. Sometimes, in those developmental centers, the staff sits in the office, sips coffee, and expects the students to come in and utilize the facilities. Some schools have developmental centers called IV centers, individualized instruction centers. These centers have computer assistance units. Just the building and all the hardware is a negative attraction to disadvantaged students. They come in and see it, but there is no one there to guide them through. The peer counselor can help here, because he could be trained to say, "Hey man, let's go up to the center together, and learn what works here for us."

Now, this is a new concept, and we've run into some problems with some of the staff in developmental centers because the staff says only professionals can use this type of machine or instrument, even when they only require setting a dial, pressing a button, or getting something out of a box and putting it in the machine. We have to learn to be almost ambiotic in our professional roles We have to allow information to flow out and different types of information to flow into us. We cannot say, "I am a professional and this is what I've learned and this is what has to be," and therefore lock out our minority students.

All of this isn't even partially the answer to the problem of stemming the attrition of minority students. Attrition is one of the most critical areas in our state in terms of minority students. Now we go into the area of retention. Retaining students for what? We have very little information on what happens to students, and why a student leaves an institution. Some of the money that is going to be coming out for innovative practices will be devoted to institutional analysis, in the attempt to find out why a student leaves. We need to know whether a student is leaving because he is dissatisfied with the institution or whether the student has gotten what he wanted such as a short-term typing course. Without this knowledge we have nothing to say but, "You are wrong," when we are told that community colleges are not really helping the students and that students get more out of a four-year institution. If we give a service, let's follow it up and see how good that service has been.

I think I will stop here and allow questions.

Question: I don't want to ask a question, I want to make a statement. I think your last point about research is extremely pertinent. I think it is a common need in community colleges. Our service counselors complain about it considerably on our campus, but nothing seems to be done about it. It is a matter of priorities in dollars, and we tend to buy equipment, build buildings.

I'd also like to comment on another point you made about the staff being on more hours of the day, out-reach, and all these kinds of things. I agree with all that, too, but I didn't get any new counselors this year and I'm not getting any new counselors next year. I am the Director of Counseling Services. A man comes asking for more staff so he can do more things but I'm not getting the staff. There is a problem there. There are lots of people available.

Answer: The peer counseling idea is actually linked to this problem; peer counselors are an extension of staff. They are trained to take on some of the advising duties. Also, I think counselors and faculty have a tendency to sit in their cubicles and have meetings and gripe. The State Board for Community College Education has a Federal Programs Coordinator, Mr. Bruce Moorehead. He's up from Stanford and has a reputation for getting two million dollars into the reservoirs of Stanford University. He is here to do the same for us. At state meetings he says he gets no feedback from the local campuses in terms of the needs for institutional analysis, and this type of thing. Communication, again. Oh, you didn't know he was there.....

Question: How long has he been here?

Answer: He has been here for six months.

Comment: Maybe they are keeping him a secret.

Answer: I just exposed the secret.

Question: Where can you write to him?

Answer: State Board for Community College Education, 319 - 7th Avenue, Olympia, Washington 98504. He is Federal Programs Coordinator. We call him the grantsman, because that is really what he is.

Question: What is the possibility of getting someone to come to our campus, kind of helping us look at what we have....

Answer: Well, I've been on your campus twelve times, and your contact person on that campus is Carl Brown. You can pretty much duplicate the "Project Success" at Highline, but what you have to do is work with Carl with his work-study funds.

Answer: Right. And they are interviewed by a student, someone from the counseling unit and someone from the developmental staff.

Question: How long has "Project Success" been going on?

Answer: The program has run for a year and a half now, and we've had a one percent attrition rate. We are going to extend that program next year to two other campuses, perhaps Yakima Valley College and Skagit Valley College. We don't have a similar program east of the mountains for the Native Americans and Chicanos living in that area. So we are trying to develop specialized programs there, and Sylvia Lovelace, Minority Affairs Director at South Seattle Community College, has some good information on what she is doing there with Chicanos and Native Americans as well as Blacks. The Minority Affairs Directors in those schools fortunate enough to have them are really doing a great job with counselors and faculty as well as line staff. Those colleges that are outside of the Consortium are served by Rudy Cruz, Cal Dupree, Mitch Matsudaira, and me.

Question: Is it your opinion that all of the minority groups should be treated in the same way?

Answer: What do you mean treated in the same way?

Question: Well, I think at Centralia I can count all of the Blacks and Chicanos we have on one hand. But we have, at the beginning of each Fall, quite a large number of Native Americans from Nisqually and Hopi Reservations. They last a very short time and then disappear. Some people feel that Indians are different and ought to be treated differently from Blacks and Chicanos.

Answer: I think that everyone is different; every individual is different. White, Black, Chicano, Native American. Educationally, everyone is the same and needs certain basic skills. Still, everyone approaches educational institutions differently. There is a great deal of suspicion as to what happens to the individual once they get inside the institution. Cal Dupree, the Native American Specialist for the State Board for Community College

Education, has said that many Indians feel that community colleges don't want them to bend the law. So they ask the colleges to come to them on the reservation, and to do what they would like them to do, especially in career education. They feel that, as a result of that growing period, a number of people will feel secure enough to come to the institution and select what they wish. The Indians have a very poor perception of the community colleges. So far we have a story to sell and a product to sell to the Native Americans. Everett Community College has a traveling mobile unit for teaching basic education. They now have thirty enrolled. They also have a Native American Minority Affairs Director, Ron Kona. Part of the story today is recruiting and maintaining. That is my story. I don't care what color.

Question: I remember reading a recent state report published by the community college system which said that there are few minority teachers in the community college system. In fact I think they are only on the Seattle campuses. I was stunned. Minority fa lty zero right across the chart. I wonder what your feeling is about this, does it matter?

Answer: Of course it matters. Cultural referents are very important. I have counseled Blacks, Chicanos, Native Americans and Whites in specialized programs. The most important thing to the Native American student that came in to me was not the fact that I was a counselor, but the fact that I was a minority who had made it.

Community colleges sometimes discriminate against minorities by hiring a number of minorities for part-time work, but when a full-time job comes up the minorities are the last to know. Some of you might say this happens to white people as well. If it does, you can imagine how devastating it is if you are a minority.

In the State Board Office, the affirmative action man, Les Cathersal, says it is very difficult to recruit minorities to go to the eastern part of the state. Of course, when we get a job announcement, what they usually want is a Ph.D. at $9,000 a year. (Laughter) Again, that is selecting out. We need to get to the point where an institution will be willing to hire an

individual with a bachelor's degree with the proviso that they go back to school during their internship period for a master's degree. That would get more people of color into the schools east of the mountains. The Chicano Education Association has a nation-wide listing of Chicanos willing to come to this state. I have a nation-wide list, and Cal Dupree has a nation-wide list. There is no reason why institutions shouldn't have minorities in them.

We also are finding out that the underserved population includes women. Women are included now in the disadvantaged thrust in the state minority affairs program for the next biennium.

Question: We have no reservations in our community college district, but we found that we have around 1,500 urban Indians, all from reservations, living in our district. So we started trying to cooperate with them. They try to let us know what they need and what is happening. We started talking about hiring an Indian counselor and we were told we would have to throw away our salary schedule, because we don't pay enough to hire a minority counselor. That gets me a little tense if that is true. That is saying that minorities are so few and far between that they can just name their own price. You can't hire them on your salary schedule.

Answer: Gloria Mercer is going to speak up.

Gloria: When I was hired, I was hired on the salary schedule that the white folks use. I don't know if it is different in Oregon, but in the state of Washington, if you are hired as faculty, you are placed on a faculty scale, if you are hired as a counselor, you either have your own counseling scale or the faculty scale also. I have never heard of anybody being paid more just because they were a minority.

Constance: I have known of instances where one minority person has been hired as a faculty member on a campus. That person also had to coordinate, recruit and do in-service training. If there is an interracial incident on campus, that person had to be the mediator. And, if the President needed to

show someone that he had a minority on campus, he was invited to that conference, even if it was at 7:00 at night. So what am I saying? I'm saying that sometimes we overtly hire someone as a faculty member and covertly rip him off for everything we need him for. A number of minorities have learned that this is the case, so they say, "You are hiring me as faculty, but pay me more and I will do all the other things you want me to do." Now that has happened to me. I am supposed to be the advocate for Black faculty and Black students, do some recruitment, and develop curriculum for individual campuses. What do I have to do? Write proposals and fly all over the state. Now...

Question: Isn't it technically your responsibility to draw the line?

Answer: No, no! You see what happens is this: ethically, if you are doing a service as a minority individual, as a cultural referent you have to do triple duty in terms of getting the job done. Prejudice in America still reigns and there are a number of things that you have to do to bridge the gap. If you have a number of minority individuals on your campus, I think you should recognize that they are doing triple duty for you.

Question: Is there any implication that the majority are doing only nine to five service? If that is true in other community college campuses, I am really surprised. I don't see any program, whether it is an apprenticeship program or child-parent education, where we don't ask the person in charge to do everything representing everybody. The minute you have a special program, that person is everything to everybody.

Answer: But what I said initially is that we are supposed to be getting out of that special bag. Everytime we develop a special program, that is the first program financially out.

Comment: I don't know if I agree with that. What I am trying to say is that the minority person is not being asked to do anything that is not being asked of the majority of people who are developing programs, and I don't call them special, I just call them new programs. Nursing programs...

Answer: With nursing programs, you have waiting lists for people to get in. In many of our community colleges, you know you can't get into a nursing

program unless you've registered a year in advance. With special task assignments you get together with faculty and sit down and write a proposal, let's say over a weekend. That ends after that weekend. But when you hire one person with the responsibility of getting that institution closer to a thousand or so college-age urban Native Americans, that is more than double duty.

Comment: Well, that person is being hired as part of a team. If you are talking about any person coming on campus and doing a job by himself, that is completely wrong. If he can't come in as part of the professional team, it is wrong.

Answer: Some institutions have no institutionalized team in terms of minority education. That is why I am here. If the institutions were ready, if they had enough faculty people willing to dovetail with a minority affairs director, then there would be no need for minority education tips from Constance Acholonu. No need at all. Not everyone agrees with the principle that there are special minority needs. I think that those of you in this room are probably atypical even in your institutions, atypical in the sense of commitment. I can go on many campuses and not find a teacher after two o'clock. This is apart from minority education, and when you add minority education it becomes another concomitment of negativism that you have to supersede.

Comment: When we are hiring a teacher or an administrator we get into problems with money for salaries.

Answer: What happens is that a number of minorities are hired on soft money. A good team gets together and writes a proposal, then H.E.W. funds it for a a year, but it's not internalized by the institution, that is, the institution is not committed to rehiring that person for the next year. So you have a false promise, high expectations, maybe a good recruitment and a good program for that year, and the next year it's gone. Those students that last are the super-students. And most students in our community colleges are not super-students. They are people who are trying to make decisions about options; they are somewhat indecisive. And it doesn't matter what color they

are, they are in that community college, because the community college is the only institution created as a smorgasbord of options for the student. So you need extra props, extra stop points for the students. Do we have them? No. Are we getting to them? Yes. That is why the team concept is so important. Counselors are isolated from the faculty. Faculty avoid talking to counselors because they feel they are too clinically oriented. If a minority student isn't doing well in his class the teacher contacts the minority affairs director, instead of going directly to the student and saying, "What can I do with you after five?" or checking with the minority affairs director and saying, "Do you have any money for tutors for this individual?" I think we are all going to have to start linking up more, and worrying less about a rank, maybe doing some organizing in order to get our salaries adjusted. That is part of it. A great number of us are really underpaid. If the system is going to respond, we are going to have to spread out and link up. And it has to be on institutional money, because soft money is drying up.

Comment: That is when you find out whether the institution really has a commitment or not.

Answer: Right, and right now, strange as it might seem, we have two institutions that have a commitment, but no money. And in both institutions with commitments, the faculty has gone out on strike.

Question: Did you make the comment that you were working with the program to reduce the number of students who have fallen by the way?

Answer: Yes.

Question: Could you tell us a little bit about that?

Answer: There are a number of things that I feel can be done to prevent prevent students from failing so miserably. When tutoring is available on an on-call basis it has the same problems as the developmental center. Most students who need help don't seek it out, unless they are a superior student. So what we are trying to do is put together an academic package that reinforces basic educational skills through a developmental studies series, based

primarily on math and reading. In order that the project should not have a stigma, we call it Project Success. The students get credit for his developmental studies, because we have made a career education package; we have developed new programs that are transferrable.

When a minority student is in trouble, he feels that everybody is looking at him and he has to be successful. When everybody is looking at you and you have to be successful, you flunk out and you usually don't want to tell anybody that you are flunking out. So, the staff goes over all the specially-recruited minority students' transcripts and selects out those students who are in the high risk category. Then they have an interview with them along with other minority students who are from the developmental center and who are peer counselors. They say, "Hey, work with us for a year, and you will not only get better grades, but you will also have the advantage of learning how to use specialized equipment on campus."

We are also doing another thing that is fairly innovative: we are not only concerned with "academic subjects," we are talking in terms of "career education," whatever that means. There are fifteen million definitions of career education. We are really talking about career development, something similar to what Karen Becker does at Tacoma Community College in discussing the manpower options out there. The student is also involved in a "glamourized area," the Community Involvement Program. Every community college in the state should have a C.I.P. program coordinator. What C.I.P. does is give students academic credit for participating in community activities off campus. The students involved in Project Success are told, "Hey, you have enough worth to go out into a community agency and do some type of volunteer work as a leader, be recognized as a leader from your campus." This is the accelerator the non-stigmatizing part of the program. We have worked with thirty students and have had one percent attrition. The project is going to run next year, and again, it is a soft money project. (Project defunded for September 197[illegible].)

Roy Selvidge is the Director of the Developmental Laboratory out at Highline. The only thing I do is tell them that I want one-third of every ethnic

group including disadvantaged whites represented in the program, and do a periodical check by going out and having rap sessions with the students. It is really a grand program.

Question: Would you elaborate on the parts of the package?

Answer: The developmental series involves: math, English, and career education. The Community Involvement Program is an off-campus internship in an agency, according to interest, such as marketing. We have a number of urban Native Americans who volunteer at the B.I.A. office or at the Indian Center.

Question: What period of time do they spend on the internship?

Answer: Not more than five hours a week, for one quarter. They get from two to four credits. A faculty member is assigned to supervise and to make sure that it is a learning experience and not just a rap experience. Another thing that might be of interest to you is that next year we are going to the contract system. This is the university without walls concept. Are you familiar with that?

Question: Is this the same system used by Evergreen State College?

Answer: No, mainly because you know how snobbish we are about four-year institutions. The reason we aren't doing the same thing is because the Evergreen student body is quite different socio-economically from the community college student body. Contract learning at Evergreen involved such things as work in physio-ecology, but contract learning in the community college involves basic reading, writing, arithmetic, and career advancement skills. The C.I.P. is on every community college campus in Washington this year. Tom Hulst is in charge of it.

Comment: Seattle Central Community College is doing an evaluation of the effectiveness of the C.I.P. and we should have some results on that by the end of summer.

Question: Do you think the C.I.P. will last?

Answer: Yes. The students are getting into the community, and saying, "I'm from a community college." It is obviously a good selling point for more

money so the C.I.P. should be around for a long time. And that is why we are meshing it with the Project Success and other retention programs; it is another bag of money we can draw from.

Comment: Well, our C.I.P. program doesn't have anybody.

Answer: Well, it can. You can develop programs without having additional funds, because you have C.I.P. there, which has the money, which has the resources for more out-reach work, such as taking basic education out to reservations. We have to work long and hard. It is a very sad commentary in this state that only three percent of the students enrolled in Voc-Ed are minority students. We sent out a survey and one of the schools replied: "We have one minority student. She's white and married to a Black guy."

Question: I've wondered about alternatives to peer counseling. In our situation, peer counseling will not work, because we don't have peers who are already there. Would you say that recruiting adults as volunteers would be a good alternative?

Answer: Right. Paid volunteers.

Question: I don't work in basic education, and I have a feeling I have a problem with the minority student who is already past the basics but who is borderline. He has been judged capable of handling a standard class, but he is not handling it as well as he might. I find, personally, that when I attempt to offer personal help, or anything like that, I have immediately classified him as a minority. I see hostility and I feel I've failed him more often than I've helped him. What is the next step?

Answer: This is what we have been talking about. Project Success is not in the Adult Basic Education program, but it's for the students enrolled in regular programs that are on the borderline.

Question: My question, as a regular faculty member, not a part of a crew like the group you are talking about, is this: are you saying that what we should do is get one of those programs started in our colleges?

Answer: What I am saying to you is that you are not just a regular faculty member, you are part of that team. I keep stressing the whole team concept. The faculty person gets together with the developmental center staff and they get together with the minority specialist and get a program together for all high risk students, not just minorities.

Question: I hear you saying that this is the ideal, yet I am thinking that of the 150 students I deal with, ten to fifteen percent are going to require some special attention of this type. I do not intentionally discriminate against them. I simply drop them and then I look back and notice that a high percentage of them are minorities.

Answer: What I am simply saying to you is that the state pays a lot of money to hire developmental staff on each campus, and you are not passing the buck, you are simply giving them students that they are paid to help.

Comment: A big problem for these special programs is money. Because we don't have the money on our campus we have tried getting student volunteers to work with students through the consultant center. Either the teacher brings him to the center, or I go to the student with another student tutor.

Question: How long do you train your peer counselors?

Answer: We train them for three weeks prior to the quarter. Then during each week they have a meeting with the head of the counseling unit to talk about problems. Sometimes we run into the problems, for example, heavy drug problems, that the peer counselor can't handle. Then he turns to the head counselor...

Question: The team concept again?

Answer: Yes, the triad, the team.

Question: Do you have any materials that would assist a counseling department in the selection and training of peer counselors?

Answer: We have a report.

Question: Are these things that are available in some kind of a package from Roy Selvidge?

Answer: It's dittoed. He can make a copy and send it out to you. We don't have the money to have these things published and widely distributed. We're planning to have a conference next year with the heads of counseling divisions and developmental divisions to talk about the project after it has run long enough for us to know what really worked.

Comment: Another thing you might want to add is that if a school belongs to the Puget Sound Regional Minority Affairs Consortium, then the minority affairs director learns a lot about the programs through the Consortium. If they are outside the Consortium but in the state of Washington, Constance visits them and that is the way that most minority affairs directors find out about the kinds of programs like this.

Answer: Are you interested in knowing a little bit about the Consortium. The Puget Sound Consortium consists of twelve community colleges in the Puget Sound area: Bellevue, Edmonds, Everett, Ft. Steilacoom, Green River, Highline, North Seattle, Olympic, Seattle Central, Shoreline, South Seattle and Tacoma Community College. This whole concept was founded by Dr. Sam Kelly. At the time, Sam was at Shoreline Community College, as Assistant to the President there. Sam felt they needed greater accountability to minority students on campus. So he went to each board of trustees in the Puget Sound area and asked if they would commit themselves to minority education by hiring a minority affairs director or coordinator. The boards of trustees agreed with the idea and set up the Consortium. The State Board for Community College Education allocated money above and beyond regular institutionalized money for the Consortium. Most of the money is used for the salaries of the minority affairs director. The Consortium meets once a month. The members consist of the minority affairs director and campus president and/or his designee of each of the twelve colleges. It is very important that we have the president there; I think that is the power of the Consortium. The presidents learn what is happening from the minority affairs director's perspective as well as what's happening in minority affairs on other campuses. They are supposed to support the minority affairs director, wherever he is located in the college. Some minority affairs directors are in student services, some are special assistants to the president, some are semi-coordinators of intramural activities.

SPECIAL PROGRAMS FOR MINORITIES
Constance Acholonu

The Consortium is in charge of recruitment, financial aid, special services, and ethnic studies. The minority affairs director visits the high school campuses, recruits minority students, and usually provides orientation. Minority affairs directors receive a certain amount of money from the financial aids director for work-study grants. Some of the minority affairs directors are aggressive enough to go after special money by writing proposals to H.E.W. for special funding for special programs. For example, Tacoma Community College has a book loan project, in which minority students, Black students in this case, can go to a book depository and borrow books for a quarter so they don't have to purchase them. They return them at the end of the quarter so that there is a revolving book fund. Tacoma Community College has also embarked upon the bus token plan, which provides students with bus tokens so they can get to campus. Seattle Central Community College has a number of innovative programs. Peter Koshi is minority affairs director there. Because Seattle Central has thousands of minority students, Peter considers the whole institution his concern. There are a number of individuals in town that have loads of resources. They might not be able to come out on a campus, but they sure have material in their files that you can plow through. I think it is very important for us to realize that, because sometimes we overuse the same people over and over again, and they become physically and mentally depleted.

Question: Do you think it is at all practical or useful to have an ethnic studies program at a two-year institution?

Answer: At this point in time, there are only two campuses in Washington that offer A.A. degrees in ethnic studies: Shoreline Community College and Seattle Community College. What we are finding, unfortunately, is that ethnic studies have a very poor reputation in the eyes of other professionals. Teachers of ethnic studies in the community colleges are perceived by their peers as being less professional. The second problem is that after the student receives an A.A. degree in ethnic studies, he has to show on his transcripts that he has taken other courses, because people outside now perceive an ethnic studies course as being an easy "A" or "B". I have had conversations with people

from Seattle First National Bank and some in employment security, and they indicated that students with A.A. degrees in ethnic studies find it very difficult to get jobs. My recommendation is to discourage the ethnic studies degree on the two-year level. The four-year level is a different story altogether, because with a B.A. in ethnic studies minorities can go back into their communities and work. It also encourages teachers, white teachers, who might work in a minority community, to learn more about that minority's heritage. If you are positive that the student is going to go straight into a four-year curriculum, the A.A. degree in ethnic studies is fine, but in the community college, you don't know if that student is going to go neatly into a four-year situation, or if that student is going to work for a couple of years, so you don't want to ham-string him into a program that is not going to give him the greatest amount of flexibility. I am saying: have ethnic studies courses, but not ethnic studies departments that dead-end a student.

Question: I was wondering if anything was being done, by the community college Consortium, to deal with the fact that seventy percent of the community college faculties consist of middle-class white males. It took me until I was twenty to cope with the idea that I was trained to be a racist. You are meeting some resistance with the rest of the faculty. Is there something being done to deal with that? That is something that we all have to cope with if we are going to work toward that total team concept and achieve the goals of developmental education.

Answer: The minority affairs directors have in-service minority affairs workshops, usually once a year. Some of them conduct in-service training by being a part of the faculty council. I am not involved in that, because I'm not a minority affairs director. I just come in to put out a fire. For those institutions in Washington that don't have minority affairs directors, Cal Dupree and I hold workshops. We are usually requested by students or faculty. It is impossible for me to get to all of them, so we hope that institutions will also invite persons from the community to come in for a day and hold a workshop. It doesn't necessarily have to be someone that is in the education sector, for that type of humanization process. In addition, I have been

working with high school counselors in order to improve their images of community colleges and Voc-Ed programs. We have a release time grant which allows counselors to be released from school in order to come and visit a community college for a day. We will only have twelve counselors enrolled in the program. Related to that, I am going to be holding a Career-Ed Fair for minority and disadvantaged high school juniors and seniors in King and Pierce Counties, sponsored by the Council of Higher Education and the Model Cities Program. We're trying to get more minorities into the Voc-Ed field.

Comment: At least two California colleges have started a program for minority counselors in high schools and minority counselors in the community colleges in which they switch off two days a week. The high school counselors work in the community colleges and vice versa.

SEMINAR:

SPECIAL PROGRAMS FOR BILINGUALS

Dr. J. Oswaldo Asturias*

Dr. Asturias led a discussion of the special problems of bilinguals relative to basic education. No transcript of the discussion is available, as the tape recorder did not work. The main point discussed was English language needs of a minority group. It was suggested that bilinguals might need more to learn about how to cope with life outside their community than to learn fine points of language.

* Director of Chicano Studies, University of Washington

SEMINAR:

SPECIAL PROGRAMS FOR THE FUNCTIONALLY ILLITERATE

John Schwenker*

The problem in developmental programs is to lessen the distance between those who are educationally behind and those who are caught up. At the Bellevue Community College Individual Development Center, we don't start by giving the students tests. We start by getting them to talk about something such as: "What has been the best day in your life?" Then they write some simple paragraphs based on this. This helps us to get to know the students a little bit better. After this, we give the students a word recognition test which we have developed from SRA (Science Research Associates) cards. We give this to students as a group, not on an individual basis. In order to ascertain reading problems as well as to measure reading level, we included words that require phonetic skills, and some that require structural analysis, (such as those with "re-" and "un-" at the beginning of the word and "-ing" at the end). If a person misses three words on a level, we assume he is probably reading on the level below. The average reading level is sixth grade, but community college and high school text books are written anywhere from the eighth grade level to the twelfth. We start by trying to find the student's level, first of all in vocabulary. We also have the student read the words out loud. If he has trouble with three words anyplace, we have him read the word out loud and see if he is having trouble with the beginning, middle or ending, whether he has trouble with the vowels, or what he has trouble with.

Next,we give the student a comprehension test. The first part of the test is a warm-up, pure and simple. The student can even look at the answers to the first part of the test, if he wants to. After the student has a chance to warm-up, he folds back the paper and he proceeds to answer the questions. There are four types of questions: M, S, D, and C. M means main idea, S means sub-idea, D is detail, and C is context. We always have an M question, an S question, a D question, and a C question. (See Figure 1)

After we test for comprehension, we use an SRA speeder to find out how fast the student is reading. The average reading rate in the United States

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SPECIAL PROGRAMS FOR THE FUNCTIONALLY ILLERATE
John Schwenker

Figure 1

MOD CLOZE

Level XI

Please fill in the blanks:

The word chef came from chief which came from the Latin and Greek word which meant h_____. Chefs in good r_____ and hotels actually are managers or heads of the kitchen. Chefs are apt to be h_____, or aloof. These chefs usually have great proclivity for w_____ and are especially noted for the long hours they work. Chefs are great proponents the _____ or cooking arts. Sometimes they appear to be unfriendly and quiet, but sometimes they are am_____ and loquacious. Loquacious is derived from the Latin which meant talk and the Greek which meant voice b_____. The word amenable means friendly. Good chefs abhor or dislike unt_____ and as a result the best chefs maintain immaculate kitchens. Good chefs are good students of economics, food preparation, food pres_____ and psychology.

Please answer the following questions: Be brief:

M1. What is the main idea of the article?_____
S2. What is the major or one major sub-idea?_____

D3. Why do good chefs abhor?_____
D4. What are good chefs students of one thing?_____

D5. What do good chefs manage?_____
D6. What are good chefs noted for?_____

C7. What does loquacious mean?_____
C8. What does haughty mean?_____

C9. What does amenable mean?_____
C10. Why do chefs maintain neat kitchens?_____

Fill-ins - answers. 1. head 2. restaurants 3. haughty 4. work 5. culinary 6. amenable 7. box 8. untidyness 9. preservation 10. psychology

Questions - answers. 1. chefs 2. qualities, chefs, things chefs study 3. untidyness 4. psychology, economics, food preparation, food preservation 10. they abhor untidyness

is about 127 words per minute. That is pretty darn slow. So our job now is to help the student where he is.

What do we do with a student who is reading on a fifth or seventh grade level but is using a fifteenth grade textbook? One way we help him is with the series we call DRL and DRLD. DRL is Directed Reading Lesson, and DRLD is the second series. There are twenty-four lessons in the first set, which vary between the social and the natural sciences, with every third lesson being a review lesson. In this Directed Reading Lesson, we are trying to help students with the main idea and the sub-idea of paragraphs. These lessons are designed for general reading improvement. They are designed so that the student is able to experience success. This is especially important for some minority students who feel unsuccessful. An Indian girl who could hardly speak came to us last summer. She had only gone through the third grade in school. Just last Thursday she passed with no errors, not one question wrong anywhere. She went through our entire DRL and DRLD series. I disagree with the idea of giving a person a test every other day, or having many papers due, because what so many of our people who are hurt really is our love and affection. You do this by gently getting underneath them and giving it to them. The work is there; try to get them to do it. Try to find the right level. Give them materials they can work with successfully.

What do we do with the student who is a non-reader or who maybe knows a few words? We have developed a series for the foreign born and for students who can't read very well. Some of the exercises give the student a chance to write a sentence a different way, such as using different modifiers. You have to learn by thinking, and this gives the student a chance to do some real problems. Also, it gives the student some math and a chance to do some equalization.

We also use a machine called "Kennivision," or "read master." This machine introduces new words. It is designed to help the student speed up his intake of new vocabulary. The student goes through at whatever speed he wants to, reading through this maybe ten or eleven times. Afterwards, he has to be able to record all of the key words, and there are eight of them. If you don't have a Kennivision you use 3 X 5 cards. After he has learned the new words, the student reads an article in which they appear.

We try to work on an individual basis, not on a group basis. We use techniques you have probably found out about, too, such as the textbook idea.

Question: About textbooks, how do you go about evaluating their reading level?

Answer: You can use Edward Frye's formula, which is based on the number of words in a sentence. You use the first sentence in the textbook.

Comment: One thing a reading teacher can do to prove to the faculty that their textbook selection is out of whack, is to take exerpts from that textbook and use a cloze test on it and give the cloze test to the students in that class. Only the sharp ones are able to maintain the accepted percentage for the cloze formula which is in the fortys. The teacher will come to accept the fact that the students are dealing with a textbook that is way out of their grasp. I've done this with three different textbooks on our campus. You could use the readibility formula, but the cloze procedure allows you to take the students who are in the classroom and test them against the book that they are using. You are not actually dealing with a reading level; you are dealing with these students and their book.

Schwenker: In closing, I would like to share my thoughts about teaching:

Teaching is school
the gray-coffee brown sootiness
of butted ashes
winding, spiraling
staircases - - -
jammed parking lots...

SPECIAL PROGRAMS FOR THE FUNCTIONALLY ILLITERATE
John Schwenker

Teaching is...
students...
lovely, vivacious
people...
people who
like traffic lights
are on and off
about life,
about
the world
in which they
live...

Teaching is work...
hard tedious work...
encoding and decoding
the messages, thoughts
and ideas of students...
assisting them in
expression,
career choice...
in the courses that
might answer their need...

Teaching is...
creating
something from nothing...
incoherent scribbles...
into pristine,
logical thought...

Teaching is...
understanding
our souls...our
strengths and weaknesses
our egotism...
our own
small bits of genius...

Teaching is
understanding students...
colleagues...
their needs
their actions, reactions
their voids...
and their vast potentials

SPECIAL PROGRAMS FOR THE FUNCTIONALLY ILLITERATE
John Schwenker

Teaching is patience...
the art of explaining...
and re-explaining...
perhaps in may ways
the same materials...

Teaching is
thinking...
evaluating...
utilization of distinct
measurable objectives
the art of recollection...
of how it was when we
were on the other side of the
desk...

Teaching is feeling...
feeling for the goodness
in ourselves and in all men...

But above all teaching is
keeping in tune
with the changing needs of
our students...
and our society
just as the quiet

sleek solar rays
keep
in contact
with the
spaceship
earth...

Appendix

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